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ABSTRACT

This document examines how to meet the educational needs of children and youth from diverse cultures. Selected data and vignettes are used to provide a context for the lives of children in America. Values that currently drive the educational enterprise are listed, accompanied by a list of reformed values that address the needs of students from diverse cultural and linguistic backgrounds. A vision of society, community, and education is then presented, calling for: a society free of prejudice and bias that embraces diversity and in which each individual has intrinsic worth that is acknowledged and respected; a community that strives to achieve basic goals of equity, representation, and opportunity, where there is caring and acceptance of all individuals; and an educational system that takes a holistic approach to nurturing all students and embraces individual and cultural differences. Strategies for achieving the three visions are presented for federal, state, and local levels, in seven areas: (1) administration and policy, (2) assessment, (3) curriculum and instruction, (4) funding, (5) parents and families, (6) society and community, and (7) training and personnel. Measures of progress in each area are also identified. A bibliography lists eight references and appendixes provide a list of over 40 human resources and a list of six suggested readings. (JDD)

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Task Force Report: Cultural and Linguistic Diversity in Education

May 1993
Federal Resource Center for Special Education
Human Development Institute
An Interdisciplinary University Affiliated Program
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This document was developed by:

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Preface

Organization of the Report. This document was written to reflect the views of the Task Force members on how to meet the educational needs of children and youth from diverse cultures. Background information about the project is provided first. Next, selected data and vignettes are used to provide a context for the lives of children in America. After looking at the context of the lives of many children, the Task Force developed a vision for society, community and education.

Strategies for achieving the three visions were developed in seven areas: Administration and Policy, Assessment, Curriculum and Instruction, Funding, Parents and Families, Society and Community, and Training and Personnel. Finally, there was a need to identify Measures of Progress so it would be possible to determine if the desired view of society, community and education is being achieved. These statements provide a standard against which progress can be measured.

Project Origins and Rationale. An understanding and appreciation of this nation's cultural and linguistic diversity is absolutely necessary in the design of research and the development of policy if we are to meet the educational needs of **all** children. With this in mind, the Office of Special Education Programs (OSEP), United States Department of Education, initiated an effort to identify critical issues that must be addressed in order to provide a free appropriate public education for children from culturally and linguistically diverse backgrounds. To implement this initiative, the Federal Resource Center for Special Education (FRC) contacted parents and professionals with appropriate knowledge and experience and asked them to identify critical issues facing the educational system in regard to educating diverse learners. Two hundred sixteen points of concern were identified. These issues, in many instances, related directly to the field of special education though others focused on the larger educational context and society in general. The responses clustered in eight areas: Administration and Policy, Attitudes and Bias, Training and Personnel, Curriculum and Instruction, Assessment, Society and Community, Parents and Families, and Funding. The issues were reported in 1991 in a document entitled *Exploring Education Issues of Cultural Diversity*.

Development Process/ Underlying Assumptions. In order to address the issues identified and reported by the FRC, a National Task Force on Cultural and Linguistic Diversity in Education was convened in Atlanta, Georgia in September of 1992 to

develop strategies for change. This Task Force took the previous work of the FRC and attempted to address each of the broad areas identified with specific recommendations. The group determined that the previously identified area, Attitude and Bias, cut across all issues and therefore would not be addressed separately in the report, but would be included in all topics.

Before beginning the development of strategies to enable students to thrive in a diverse society, Task Force members felt the need to come to a clear understanding of what was meant by the term "diversity." As a group, they developed a working definition. The Task Force also identified common values critical to an understanding of their point of view.

Diversity: The definition of diversity was extended to include **all** who are disenfranchised for **any** reason. Diversity extends beyond race and ethnicity to differences in language, socioeconomic status, class, sexual orientation, gender, age, religion, and ability. This definition was used to provide a basis and context for the work of the Task Force.

Values. Society is a melding of individuals who are interdependent, but capable of solving their own problems. It is everyone having rights and responsibilities. The function of society is to provide support when it is needed and at the level needed– moving toward independence and empowerment. The Task Force does not envision schools, agencies, or governments meting out all of the resources and solutions to problems of inequality and limited access. They see instead a transference of rights, responsibilities and skills so that individuals, families and their formal and informal systems of support can become fully empowered and arrive at their own unique and creative solutions.

A reformation of values that currently drive educational enterprise is needed. The Task Force developed the following list of current and reformed values to exemplify the changes needed as the education of students from diverse cultural and linguistic backgrounds is addressed.

Current Values	Reformed Values
• Paternalistic	• Empowering
• Homogeneous	• Pluralistic
• Materialistic	• Worth of the individual
• Monocultural	• Multicultural
• Monolingual	• Bilingual or multilingual
• Hierarchical services and decision making	• Collaborative services and decision making
• "I know best"	• Shared knowledge, from "I," to "We"
• Mechanistic	• Humanistic
• Elitist/ exclusionary	• Inclusionary
• Structured	• Flexible
• Closed to dialogue	• Open to dialogue
• Western European orientation	• Rest-of-world orientation
• Legitimized	• Self-advocacy orientation
• Segregated	• Integrated
• Deficit focused	• Strength focused
• "Breeding"/ genetics	• Individual worth
• Remedial/ basic skills	• Critical thinking/ creative skills
• Standardized/ single norm assessment	• Various types/ levels of assessment/ observation based
• Reductionistic approach	• Holistic approach
• Product focused	• Process focused
• Patronizing	• Respectful

The Context

In order to be able to understand the issues involved in providing adequate educational programming for **all** of America's children, it is necessary to be aware of the context of their lives. The following statistics and vignettes describe the circumstances of many families and children. Children in the United States live in families, communities and a society where:

Families

- 67% of mothers with children younger than 18 and 53% of women with an infant under one are in the labor force (Children's Defense Fund, 1992).
- In 11 states more than 66% of mothers with children younger than six are working (Children's Defense Fund, 1992).
- About 10 million children younger than five were cared for by someone other than a parent during working hours in 1990 (Children's Defense Fund, 1992).
- 60% of marriages end in divorce (Lexington Herald Leader, April 2, 1993).
- Less than 20% of all households represent the traditional nuclear family (Stark, 1992).

Finances

- One in five children (14.3 million) are poor making them the poorest group of Americans (Children's Defense Fund, 1992).
- 44% of America's children live in families with incomes of less than half the poverty level (Children's Defense Fund, 1992).
- 43,000,000 Americans with disabilities are the poorest of the poor (J. Dart, speech delivered, 1992).
- The median income of young families with children (headed by someone younger than 30) dropped 32% between 1973 and 1990 (Children's Defense Fund, 1992).
- Nearly 25% of children younger than six lived in poverty in 1991 (Children's Defense Fund, 1992).

Education

- Only 19 percent of white twelfth-graders achieved at the National Assessment of Educational Progress' level of "competence," a mere 6 percent of Latinos, 4 percent of blacks, 5 percent of Native Americans achieved at that same level (Children's Defense Fund, 1992).

- Only 50% of high school graduates in America receive any type of additional training (Schalock & Stark, 1988).

Work

- 67% of individuals with disabilities are unemployed (J. Dart, speech delivered, 1992).

- In 1991 nearly 20% of teenagers actively looking for work could not find a job (Children's Defense Fund, 1992).

- The average annual earnings of 20 - 24 year-old men in 1990 totaled only $10,241. For women in these same ages earnings were much lower--$7,242 (Children's Defense Fund, 1992).

- Male dropouts between the ages of 20 and 24 earned on average only about $8,349 in 1990; young female dropouts earned a shockingly low $3,109 (Children's Defense Fund, 1992).

Society

- Every night an estimated 100,000 children in the United States are homeless (Children's Defense Fund, 1991).

- One in six pediatricians have treated a child for a gunshot wound in the last year (Harper's Index, 1992).

- Every 3 hours, a child is murdered (Children's Defense Fund, 1992).

- 2.4 million children in America are involved in juvenile prostitution each year (Children's Defense Fund, 1992).

- Child abuse and neglect have increased 74% in the past decade (Stark, 1992).

- Homicide is the leading cause of death among teenagers in poor communities (Brody & Sigel, 1990).

Community

- 45% of the nation's children live in central cities; 32% in suburban areas; and 24% live in rural areas (Children's Defense Fund, 1992).

- One third of all African Americans live in a neighborhood that is at least 90% black (Harper's Index, 1992).

- Sixty-six percent of white Americans live in a neighborhood that is at least 90% white (Harper's Index, 1992).

Health

- The infant mortality rate is 9.1 deaths per 1,000 live births (1990 data) placing the US behind 18 other developed countries (Rosenbaum et al., 1991).
- Fewer nonwhite babies are immunized against polio in the US than in 69 other nations (Children's Defense Fund, 1992).
- Immunization for preventable childhood diseases in the US is worse than any western hemisphere country except Bolivia and Haiti (Rosenbaum et al., 1991).

The lives of individuals living in this context might be described by one of the following vignettes.

> I am one of America's children. I live in most any community - rural, urban, anywhere in the United States. I am being raised by my mother. She works outside of our home, and we are poor. My mother was a teenager when I was born and I do not know my father. I have a brother and a sister and we cannot afford many clothes or other things. We do have a television and I watch it everyday. Our home is simple, but my mother works hard to pay our bills, keep us and our house clean, and keep us in school and away from the influence of drugs in our neighborhood. If we get sick, we try to get well on our own since we do not have insurance and doctors cost a lot. I come home to an empty house after school and I do my homework alone. I was tracked into classes that are not very interesting based on who the teacher thought I was. I know I could be doing more challenging and interesting school work, but no one thinks I am good at school. I sometimes misbehave because I am bored. I sometimes dream of solving real problems and working with other students on projects that I care about not what the teacher says is important. I will probably quit school when I am 16 and I won't be able to get a good job. I will probably continue to live in poverty. In fact, when I think about the future I feel sad about what I might do, but probably won't be able to do.

> Enthusiastically, I share my ideas and experiences. My colleagues respond with blank stares and nods. The more I talk the more they stare and nod. When a white colleague talks, the response is totally different; there is feedback through questions and encouraging comments. It becomes futile for me to continue when it is clear that only other's ideas and thoughts are considered. No one is listening to me. It is as if I am not here or as if they are wearing earplugs. White people act as if they know it all and have all the right answers. It doesn't make sense for me to keep trying.

I am a second language learner. My primary language when I started school was not English. Because I had parents who wanted me to learn English in school, and do well in life, they told everyone I only spoke English. My first year in school was very difficult. I didn't understand anything, I didn't talk much, and the children in the room didn't speak to me in my language. During my second year, I began to say a few words and understand more of what the teacher was saying rather than just trying to follow movements and identify objects to get the meaning from what she was saying. I didn't learn how to read, but I did learn my ABC's. The third year was better. I could talk and I made some friends. I could do math, but I still couldn't read. The teacher told my mother I needed help, but mom didn't know what she should do. Mom can speak English, but she can't read or write it. Because I can speak English, but I can't read it, the school told my mother that I have a learning disability. The tests say so. Now with some special help, maybe I will be able to read in English like my mother and the teacher want me to.

The Vision

The Task Force developed a vision for Society, Community and Education to focus the end results they would like to achieve if the recommended strategies were put into action. Our visions may appear difficult to attain, but we can not achieve our desires if we dare not dream the best future for the children and youth of our nation.

A Vision of Society

Our vision is a society free of prejudice and bias that embraces diversity. A society in which each individual has intrinsic worth that is acknowledged and respected. This society will have a positive impact on **all** its members and will provide access to a quality education that will enable children to positively affect their future, that of their families and that of society.

Within this society, individuals and institutions of influence who have an impact on educational issues are representative of our diverse society and operate from a set of values that enable them to recognize bias and make decisions that transcend inherent prejudice toward human diversity.

A Vision of Community

Our vision is a community that reflects societal characteristics that focus on freedom from prejudice and bias while embracing differences. Members of the community strive to achieve basic goals of equity, representation and opportunity. It is a place in which individuals are valued because of their potential and contributions regardless of socioeconomic level, gender, language skills, ability, age or ethnic origin. Within this community, there is caring and acceptance of **all** individuals.

A Vision of Education

Our vision is an educational system that takes a holistic approach to nurturing **all** students; reinforces identification with our collective cultures; uses globally focused student centered curricular materials; embraces rather than stifles individual and cultural differences; and has high expectations for **all** who teach and learn. Within this educational system, schools function as communities of learners where administrators, teachers, members of the community, families, and students work and grow together.

Task Force Recommendations

Recommendations are provided in seven areas to respond to the original issues identified by the FRC. In addition, one strategy seemed to cut across all areas and is stated first as a comprehensive issue to be addressed by all readers. An attempt was made to categorize the strategies and indicate the level where they might be most appropriately addressed (e.g., federal, state, local). If a strategy could be used at more than one level, it is listed at the highest with the understanding that it could also be applied to other levels. A number of suggestions seemed to be most appropriately directed toward institutions of higher education so that category was used when this appeared to be the targeted audience. The categorizations are somewhat arbitrary and rather than using them as limits to application, readers are encouraged to apply the strategies wherever they are found to be appropriate.

Comprehensive Issue

- Eliminate the use of the term "minority." It does not clearly describe people. In most instances, this term does not accurately reflect the relative number of individuals in groups it attempts to define; it generally relates to the power of these individuals. Thus, "minority" defines those of diminished power in the society, not few in number. Use instead, terms such as "culturally and linguistically diverse."

Administration and Policy

Current Issues:

Educational policies require students and families to adapt to the educational system, rather than requiring the system to adapt to the needs of individuals.

Schools are not adept at meeting the educational needs of students living in poverty, homeless, on the fringe of society, or in dealing with diversity of any type.

Schools, community agencies and private business do not work collaboratively in educating the children and youth of this nation.

Present certification policies for all personnel in education do not provide for continuous training in issues related to cultural diversity and the education of nontraditional students.

Strategies for Change:

Federal Issues

- Establish a centralized, cross-disciplinary clearinghouse of information that is appropriate to serving the needs of culturally and linguistically diverse students.

- Redefine the laudable but narrow definition of the concept of *inclusion* by broadening it to **include** culturally and linguistically diverse individuals.

State Issues

- Restructure relevant state and local laws to ensure that the composition of Boards of Education (district, county, state) reflect the diversity of the student population.

- Support the development of policy and regulations for providing primary language instruction from preschool through graduation.

- Ensure that administrators participate in specialized training on dealing with cultural diversity, and that they demonstrate competency as part of their certification renewal.

- Require recertification or license renewal processes, for all professional staff, to include linguistic and cross-cultural educational requirements, as well as the latest technological advances which can facilitate education for diverse learners.

- Restructure postsecondary education recruitment and admission policies to attract and retain students from culturally and linguistically diverse backgrounds.

- Support the development of policies and/or administrative directives that provide primary language instruction (language diversity includes sign language as a primary method of communication) from preschool through graduation.

- Develop policies that ensure that the curriculum and instructional materials in all schools reflect the value of diverse cultures. Multicultural education should be evident in both the formal and hidden curriculum.

- Establish policies that ensure that assessment and placement procedures do not follow a medical model–designed to find "and remediate" deficits and pathology. This model is inappropriate for use with culturally and linguistically diverse students.

Local Issues

- Develop policies which create and model respect for the lives and worth of all individuals.
- Support policies which increase access for **all** students to positive educational experiences and reform methods of curriculum delivery to meet the educational needs of students from diverse backgrounds.
- Develop policies that encourage school systems to take the initiative to bring community agencies and businesses together in a collaborative human services delivery system that will develop the necessary resources to support schools.
- Develop policies which create and model open, honest dialogue as a method of conflict resolution.
- Require the establishment of inclusionary and culturally sensitive contexts in which parents become empowered and valued partners in the education of their children.
- Initiate school restructuring and reform of teaching methods at the school-based level that are sensitive to the characteristics and needs of the student population.
- Use community resources to recruit prospective teachers and provide creative, alternative training models leading to certification.
- Recognize that adults with sensory (hearing and vision) impairments belong to a society that has more parallels with other culturally and linguistically diverse people than with other disabilities.

Assessment

Current Issues:

Our educational system is not outcome oriented. We need to identify the desired outcomes for our educational system and determine how achievement can be measured other than with standardized tests focused on minimal achievement.

Certain ethnic groups are over or underrepresented in programs for children and youth with disabilities and programs for gifted and talented students.

Strategies for Change:

Federal Issues

- Promote the development of assessment and placement procedures that do not follow a medical model which is designed to find "and remediate" deficits and pathology. This model is inappropriate for use with culturally and linguistically diverse students.

- Promote the development of funding and delivery mechanisms for school assessment processes that are not based upon medical models.

State Issues

- Ensure that all assessment procedures and tests used for placing individuals and determining their educational opportunities have been validated on a population representative of the culture of the individual being assessed.

- Reform assessment processes and procedures to utilize authentic, reliable and valid multilingual, multicultural techniques that have the goal of promotion of student growth and development.

- Ensure that alternative assessment techniques are sensitive to culturally and linguistically diverse students.

Local Issues

- Utilize instructionally relevant assessments in schools that focus primarily on process and outcomes of education.

- Provide educational personnel with the resources to become effective participants in authentic assessment processes that consider the cultural background of the students being evaluated.

Curriculum and Instruction

Current Issues:

More professionals need to become involved in the development of culturally relevant curricula and instructional materials, including appropriate testing/ evaluation materials.

Educational services need to meet the individual academic, social, and emotional needs of all students and be delivered in an equitable manner that is sensitive to the diversity reflected in our schools.

The curriculum and instructional materials used to educate students need to reflect a multicultural perspective and the diversity of the school population.

Students who are deaf or hard of hearing are expected to abandon their primary language and learn to communicate in standard English. Thus the student becomes alienated from the family language and the family is forced to put aside their language and learn English in order to communicate with their child.

Strategies for Change:

Federal Issues

- Support the development of culturally and linguistically appropriate literature in reading and writing instruction and then incorporate these materials into the curriculum.
- Include, in the measurement of the effectiveness of special education services, the number of pupils who no longer need special education services and are succeeding in the general education program.
- Establish and support curriculum centers as repositories of research, literature, and state of the art materials depicting effective strategies to educate all students and especially culturally and linguistically diverse students. Ensure that the information on practices that are identified and validated are effectively disseminated to state and local educators and become part of classroom practice.

State Issues

- Adopt curriculum materials that address both process and content and are globally focused, student centered, and integrated. These materials should maximize students' physical, social/ affective, linguistic, cognitive/ academic and metacognitive development.

Local Issues

- Ensure that curriculum materials are sensitive to the linguistic and cultural background of students.
- Teach students self-determination skills, including participation on committees and boards.
- Follow developmental processes in literacy acquisition.
- Provide students experience with whole texts in reading and writing.
- Incorporate collaborative instructional techniques whenever appropriate.
- Connect instruction and the curriculum with students' personal experiences.
- Involve parents and/or families as active equal partners in the instruction of students.
- Provide adult role models for students who are deaf or heard of hearing.
- Encourage student choice in the selection of reading, writing, listening and speaking content to engage pupils' language, culture, imagination and the upper range of their abilities.
- Provide primary language instruction (including sign language) from preschool through graduation.
- Provide second language instruction including sign language for all students from preschool through graduation.
- Include instruction in mediation practices as part of the curriculum and teach students how to use this tool to resolve conflicts.
- Include in professional development activities a balance between theory, content and practice that is appropriate for linguistically and culturally diverse learners and is characterized by active participation and reflective dialogue.
- Adopt a self-review and self-reflection process to be used by teachers to monitor inclusion of multicultural perspectives in all aspects of curriculum and instruction.
- Provide self-determination skills training for all students from preschool through graduation, assuring that cultural values on these skills are respected and taught.
- Teach families English communication modalities, but also teach them to sign in their family language (e.g., teach student to read lips in family's language).

Funding

Current Issues:

The economically disadvantaged and culturally diverse students in public schools in America are more likely to attend schools that are old, overcrowded, rundown and poorly equipped.

Higher education training models need more fiscal support in the move toward reform and restructuring.

Traditional structures of funding are not appropriate for increasingly diverse and complex instructional environments and the educational demands of the 21st Century.

There is an inequitable distribution of resources ("there is nothing more inequitable than **equal**") for educating culturally and linguistically diverse students who are at risk of not reaching their full potential.

Funding mechanisms based on categories that perpetuate fragmented instructional and community services need to be restructured.

Strategies for Change:

Federal Issues

- Make educational investment in schools the first priority of federal, state and local budgets.
- Communicate to policymakers at all levels what schools do, the populations they serve, and the expectations society has for schools in order to enhance adequate and equitable distribution of funding.
- Require appropriate utilization of funds by **all** educational organizations that receive public or private funding to address organizationwide cross-cultural issues.
- Require educational organizations seeking funding at federal, state, and local levels to demonstrate their intent to use funds to address the needs of culturally and linguistically diverse populations as part of an integrated, comprehensive program.
- Monitor public educational organizations to ensure that they are using funds appropriately.

- Create and fund a "policy research center" at the federal level that has a unified focus on issues of cultural and linguistic diversity such as:
  - Effectiveness of funding streams for culturally and linguistically diverse students
  - Cross-cultural issues in special education
  - Applied research and development
  - Administration and policy
  - Funding for programs and services
  - Curriculum and instruction
  - Society and community
  - Parent and family involvement in education
  - Assessment
  - Recruitment/retention and training of personnel with culturally and linguistically diverse backgrounds
  - Recruitment/and training of families from culturally and linguistically diverse backgrounds

State Issues

- Modify the funding structures of current entitlement programs to enable educational systems to provide an enriched, integrated continuum of linguistically, culturally and instructionally appropriate services.
- Provide adequate interagency funding to assist in the transition of children and youth from psychiatric and other mental health facilities, back into their communities and schools.

Parents and Families

Current Issues:

There is a need for agencies and organizations which are meant to serve all people including culturally and linguistically diverse populations to provide access to services within the community through a variety of outreach strategies that go beyond traditional approaches.

There is a need to provide opportunities for increased parental/ family participation in the education system with an emphasis on parent/ family empowerment.

Training materials for parents and families are seldom appropriate in terms of training methods for specific culturally and linguistically diverse groups and these materials rarely attend to differences in teaching and learning styles.

Greater sensitivity and understanding of culturally diverse families are needed to encourage involvement of culturally and linguistically diverse and underrepresented (e.g., disenfranchised, homeless) parents in the educational process.

Strategies for Change:

Federal Issues

- Extend the early intervention model of interagency collaboration to include school age through postsecondary services.
- Use a variety of media/ materials and interpretive services to facilitate communication with parents and families at all levels (federal, state, and local).
- Identify existing resources, databases, and materials that address the specific needs of culturally and linguistically diverse groups. This needs to occur at all levels of service.
- Provide assistance for parents (e.g., stipends, transportation, child care) so that they can participate in IDEA advisory panels and other committees at the federal, state and local levels.
- Develop Requests for Proposals that encourage the initiation and maintenance of family support groups.

State Issues

- Communicate to the broader community (general public) the needs and benefits of parent/ family participation.

- Involve parents and families in developing and articulating policies on parental/family participation and disseminate the policies to local school districts and communities.

- Encourage mainstream parent groups to include culturally and linguistically diverse families in their conferences and workshops and to provide them with interpreters and/ or translators.

- Develop, strengthen, or enhance parent support and advocacy networks.

- Develop a "buddy system" to assist the integration of new members to support and advocacy networks.

- Develop leadership opportunities that will result in equitable representation of cultural groups at both state and local levels.

- Provide training at state and local levels on how to run a board meeting, take notes, recruit new members, and write grant applications for fledgling parent and consumer groups.

Local Issues

- Identify and use a variety of empowering methods so parents/ families can participate more effectively in schools, home, and community.

- Use existing community networks, events or activities (e.g., indigenous personnel, community leaders, places of worship, community centers) to facilitate access to services for students and families (e.g., a day in the community park where different agencies have booths) provided by human service agencies and organizations

- Employ local adults (e.g., family members, individuals with disabilities) to assist in community outreach efforts.

- Identify members of the extended family or family social network to provide guidance and support to the parenting process (e.g., young parents lacking skills, parents or surrogate parents that are under economic stress, etc.).

- Identify and assist families in connecting with community and human resources that are available for children and families.

- Strengthen family networks and community support by providing opportunities for parents/ families to share talents, skills, information and promote cross-cultural exchange.

- Identify and develop dissemination strategies (e.g., fliers, newsletters, TV, Public Service Announcements, that consider the different languages spoken and the literacy level of members of the community) to publicize to parents and the community via a comprehensive marketing plan, the successes that occur in schools.

- Find methods of rewarding, parents and families that participate in the education of their children (e.g., family of the year).

- Develop and provide structures (e.g., local advisory committees) to enable parents to impact the system with their agenda.
- Define appropriate boundaries in the interrelationship between school boards and administrative structures to dispel fear and minimize power struggles.
- Involve parents in the conceptualization and development of training materials to ensure they are congruent with culture and learning styles.
- Employ parents and family members as coparticipants in the development of relevant and culturally appropriate training models.
- Develop and use parent training materials that are congruent with culture and learning styles.
- Use parents and family members as co-trainers.
- Provide experiences for parents/ families that offer a broader understanding of the school and community culture.
- Provide school personnel with relevant and culturally appropriate information and experiences representative of the culturally distinct groups in the community.
- Provide a culturally congruent environment that facilitates affective and cognitive development and learning that is based on parent/ family and teacher understanding of the effect of culture on learning styles.
- Use community resources to identify underrepresented parents and collaborate with community agencies to develop strategies for including this population.
- Hire local adults (e.g., family members, individuals with disabilities) to assist with outreach efforts in local communities.

Society and Community

Current Issues:

The issues that affect culturally and linguistically diverse populations are not limited to education and school alone but fall within the larger social spectrum of issues, for example, poverty, living conditions, family structure, health care, and lack of employment opportunities.

There is a need to address basic needs of parents through advocacy before dealing with educational needs of children (i.e., help the homeless, the "hard-to-reach" parent, provide referrals to agency services).

It is necessary for parents, educators, administrators, health and social agency professionals to collaborate if all students are to achieve their individual education goals.

Culturally, linguistically diverse, and poor children have consistently been neglected in our schools. A national education strategy that focuses on the benefits of diversity is needed to improve the educational achievements of **all** children.

There is a critical need to make public education more meaningful and to establish an obvious connection between public school education and postsecondary success.

Basic needs, such as lack of transportation, act as barriers to community job training opportunities for youth whose families are poor. These barriers need to be removed so access to these services is available to all.

It is necessary to identify and address the societal causes of incarceration of culturally diverse children, since youth from diverse cultural and linguistic groups constitute the highest number of inmates in the nation's correction system.

Strategies for Change:

Federal and National Issues

- Urge the President of the United States to create an interdepartmental cabinet level committee to assess the basic needs of children and families and develop interagency strategies to address the identified needs. This level of commitment also should occur in state government.
- Develop a national agenda on collaboration.
- Identify, evaluate, and disseminate nationwide models of exemplary practice in housing, health care, human services, and education; all which address basic needs of children and families.

- Provide technical assistance to state and local governments on adoption of identified exemplary models (e.g., Fiesta Educativa, an educational advocacy group composed of Spanish-speaking families of people with disabilities and the professionals who serve them).

- Allocate funds to support transition programs for states and the Bureau of Indian Affairs. Encourage schools to collaborate with training and employment related agencies to support transition programs and to develop specific strategies for meeting the needs of culturally and linguistically diverse students including those residing on reservations or in tribal communities.

- Assist reservations and pueblos in establishing transportation systems that help youth obtain and keep employment.

State Issues

- Develop, strengthen, and implement effective transition (from school to community and work) programs for students with disabilities and for students in need of such services.

- Include culturally and linguistically diverse students with disabilities in existing programs such as Vocational Education and Chapter 1.

- Ensure that funds for programs supporting students in need are not used as an incentive for retaining students in special programs. Use funds as an incentive for special programs and services that are achieving goals of transitioning students to standard/ regular programs.

Local Issues

- Provide case management for children in need.

- Use mediation as a tool for helping children, families, community groups to resolve conflicts.

- Identify resources within the community to assist families in developing their daily living skills (e.g., parenting, family relationships, social issues, resolving family conflicts, buying a house, negotiating the service system, etc.).

Training and Personnel

Current Issues:

Training for teachers, administrators and other specialists is needed at the preservice and inservice levels to increase the understanding of cultural and linguistic diversity and develop the skills needed to provide a multicultural education for **all** students.

Educators lack the competencies essential for the development or selection of programs and material/ curricula appropriate for culturally and linguistically diverse students.

There is a need for skills and training in techniques and methods for effectively involving families from diverse cultural and linguistic backgrounds in the education of their children.

Staffing patterns do not reflect the linguistic and cultural diversity of the students served.

There is no effective monitoring by the US Department of Education of training projects to ensure that they are appropriately recruiting and training culturally and linguistically diverse individuals. Merely stating in an application that this will be done is not sufficient.

Strategies for Change:

Federal and National Issues

- Require the inclusion of concepts of cultural and linguistic diversity in all projects funded by the US Department of Education.
- Provide technical assistance to funded projects to assure that they understand the concepts of cultural and linguistic diversity.
- Require that all federal task forces and advisory panels assisting the US Department of Education are representative of diverse populations including individuals with disabilities.
- Require that all review panels used by the US Department of Education are representative of culturally and linguistically diverse populations.
- Provide training to culturally and linguistically diverse groups so that they can serve as readers on US Department of Education proposal review panels.
- Monitor funded projects to ensure that they are indeed implementing and serving the populations they propose to serve.

- Design marketing strategies to recruit and retain staff from culturally and linguistically diverse backgrounds at all levels of education (federal, state, and local).

- Ensure that all hiring practices by the US Department of Education are reflective of culturally and linguistically diverse populations including individuals with disabilities.

- Get issues related to cultural and linguistic diversity on the agendas of educational associations that represent all levels of education and all types of service providers from university presidents, federal administrators to classroom aides.

State Issues

- Require cross-cultural training for Boards of Education in an effort to ensure board decision making has a positive impact on all populations.

- Require a course in cultural and linguistic diversity for graduation from state supported colleges and universities and for teacher certification.

- Develop and fund alternative training programs to bring historically underrepresented groups into the educational service delivery pool.

- Provide training for educational administrators at all levels (e.g., preschool, elementary, middle, secondary, postsecondary schools) on strategies for recruitment and retention of professionals from culturally and linguistically diverse backgrounds that include special incentives and recruiting at schools that serve historically underrepresented populations. For example, recruiters might routinely include Gallaudet University in publicizing openings.

Institutions of Higher Education

- Recruit culturally and linguistically diverse students (including students with disabilities for training programs for educational programs and related service areas (e.g., occupational therapists, physical therapists, speech language therapists, school psychologists, counselors) at the undergraduate and graduate level. Provide financial assistance and graduate assistantships, as well as mentorships and peer support systems for these students.

- Develop and provide training on cultural and linguistic diversity for university faculty and administrators.

- Develop preservice training in cultural and linguistic diversity by infusing cultural and linguistic diversity into all course work and include a course in cultural and linguistic diversity as a prerequisite for graduation at the college level. The culture of individuals with hearing impairments should be included as part of training on linguistic diversity.

- Include cross-cultural communication as a topic in preservice and inservice training.

- Include content on linguistic and cross-cultural issues in **all** training courses for educational personnel.

- Develop courses that focus on identifying terminology, and characteristics of different cultures including bi-racial children, leaving it open so that stereotyping does not occur. Course content should give consideration to areas such as, the number of years in this country (e.g., first generation, second generation); a basic understanding of the concept of diversity; family roles, value systems and conduct codes, group orientation versus individual achievement; different perceptions of disabilities within cultural groups; the range of religious or spiritual beliefs, nutrition, medicine, native healers; and promote understanding of the psychological burden that different immigrants may carry from generation to generation, previous trauma (e.g., war, slavery), forced emigration, effects of being a refugee.

- Stress equitable distribution of teacher-child instructional interactions in teacher training programs so that **all** students receive the same quality and quantity of attention.

Local Issues

- Require inservice training in cultural and linguistic diversity for all personnel involved in the education of students as part of continuing education.

- Provide orientation, inservice and preservice training to teachers, school personnel and administrators on the development of collaborative relationships with parents (parent-educator partnerships).

- Train personnel in the use of mediation and use it as a tool for helping students, families, and community groups resolve conflicts.

- Train educational personnel in authentic assessment processes that consider the cultural background of the students being evaluated.

- Include psychologically based activities (e.g., activities that address the child's need to belong to a peer group, a family, a community and be an integrated member of society) in inservice and preservice training of teachers, paraprofessionals and related service personnel. These activities should include and not be limited to, continuous inservice training and practicum experiences within a cultural context. This training must offer paraprofessionals, professionals and certificate candidates, direct contact with students and families from culturally and linguistically diverse backgrounds.

Measures of Progress

The Task Force was concerned with how to measure progress toward the visions of Society, Community, and Education they had developed. Therefore, they proposed standards against which changes might be measured. These standards address how change related to the identified issues might be determined. The Task Force hopes that in the future we will not continue to discuss how things haven't really changed.

"I used to work in advertising. I almost got fired when my grandmother passed away and I spent a week away from work. Who cares if your ninety-three-year-old black grandma dies? Get back to work, or else. Another woman's grandmother died and the agency planted a tree in Israel. These inequities happen every day, all day–they've been happening all my life. All my mama's life and my grandma's life. And my son is seeing the same thing. I'm fighting the same fight as my mother and my mother's mother, only now in different arenas.

When I was a child, my mother used to tell me that everyone was the same–same stuff: eyes/ heart/ hands/ blood, etc. Equal. That's what she wanted me to believe. And I do. One evening while reciting my litany of corporate-world struggles to her, she revealed, "I thought things would be different for you." It sounded like she was crying.

Things haven't really changed for black folks, and we know it. The old folks know it. The middle-aged folks know it. Young folks know it–we all know it. We nod to each other when we see ourselves on the street. (That's why white folks think all black folks know each other.) We share a secret . . . that we are human beings, that we love, that we invent, that we brush our teeth, that we vacuum our rugs, that we throw out our junk mail. All of that. We carry in each of us all the stories that are withheld from the history books and kept out of the media, erased from common knowledge.

What has changed? Well, now I'm being asked to tell my story of how things haven't really changed."

Marilyn Nance

Comprehensive Issues and Outcomes

- The term "minority" will no longer be used to describe a group of people.
- All students in the educational system will be achieving similar outcomes.
- Drop-out rates for all students will have declined and there will be no discernible differences among student groups on the basis of ethnic identity, socioeconomic status, or gender.
- Numbers of culturally and linguistically diverse students entering and completing post-secondary programs will have increased.
- Achievement levels of **all** students will be markedly increased.
- The literacy rate across the nation will have markedly improved.

Administration and Policy

- Education policies at federal, state and local levels will promote flexibility, collaboration and sensitivity to the characteristics of culturally and linguistically diverse students and families.
- Education policies will require that all professionals in schools upgrade their knowledge on cultural and linguistically diverse individuals on a continuous basis. State certification requirements for educators will include preservice training in cultural and linguistic diversity.
- Board of Education by-laws and written policies will address the need for and value of the diversity of the culture of America.
- State and local education agency policies will identify appropriate student outcomes and hold schools accountable for achieving these outcomes of schooling.
- Federal, state and local education policies will acknowledge the value of cultural and linguistic diversity.
- Centers will have been established to share best practices and provide training in all regions of the nation.

- Policies will be in place to ensure equity in the form of
  - ➛ access;
  - ➛ quality of education;
  - ➛ delivery of a meaningful education;
  - ➛ reduced fragmentation of services; and
  - ➛ meeting the demands of educating culturally and linguistically diverse students

Assessment

- Ethnicity, gender or family income will not be determinable by scores on achievement tests.
- Teachers will be using authentic assessment techniques to promote students growth and development.
- Assessment practices will reflect significant changes in the identification and progress evaluation for culturally and linguistically diverse students as evidenced by:
  - ➛ equitable assessment practices;
  - ➛ less misplacement of students for special programs;
  - ➛ more exits into mainstream programs;
  - ➛ higher levels of achievement;
  - ➛ increased success in mainstream classes;
  - ➛ shorter service in special programs;
  - ➛ increased opportunity to learn for all students; and
  - ➛ decreased tracking of students into less challenging instructional programs.

Curriculum and Instruction

- Teaching methods will reflect the characteristics and needs of **all** students.
- Instructional materials will include multicultural information across the entire curriculum.
- Culturally relevant materials will be readily available.
- The primary language needs of students will be addressed.

Funding

- No significant differences in access to fiscal resources will exist regardless of geographic region.
- Across the nation pupil expenditures for education will be equitable.
- Funds will be available to provide continuous training to professionals working with culturally and linguistically diverse individuals at preservice and inservice levels.

Parents and Families

- Access to culturally relevant services will be documented.
- Successful models employing a variety of methods for reaching out into the community will have been documented and shared with agencies and educational institutions.
- Appropriate multicultural training materials that attend to differences in learning styles will be available.
- Professionals will be working cooperatively with parents and families in meeting the needs of diverse cultures.
- Funds will be available to provide ongoing training to culturally and linguistically diverse family members in the language of their choice.

Society and Community

- The diversity of America will be recognized and valued as a strength.
- The basic needs of families will be addressed (i.e., housing, health care, jobs, transportation).
- Models that enhance community collaboration will have been developed, tested and shared.
- Strategies to ensure student success will involve schools, families, agencies and business partners.
- Efforts toward making education meaningful to culturally and linguistically diverse students will have been documented and shared.

Training and Personnel

- Boards of Education (district, county, state) will reflect the diversity of the student populations they serve.
- Staffing at all levels of educational administration and service delivery will reflect the cultural and linguistic diversity of student populations.
- Personnel of educational agencies and institutions of higher education will reflect the diversity of the student populations they serve.
- Teacher unions will emphasize quality education rather than employment issues.
- Colleges and universities will be producing higher quality teachers.
- Teaching will be a "high status" valued profession that attracts quality individuals in sufficient numbers to meet the demands at all educational levels.
- State and local education agency inservice plans will require training in cultural and linguistic diversity.
- Administrators will be actualizing the principles of cultural diversity as evidenced in their yearly plans, requests for training, improved parent-school partnerships and instructional programming within their schools.
- Instructional personnel will be receiving appropriate training required to upgrade their certificates and to demonstrate competency.

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Appendix A

Human Resources

This list of human resources provides readers of this document with names of individuals with knowledge and experience in addressing the educational needs of students from culturally and linguistically diverse backgrounds. It is made up of members of the Task Force responsible for developing this document, participants involved in the development of the FRC issues identification document, and others who where recommended because of their work in this field.

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Appendix B

Suggested Readings

The following is as list of suggested readings contributed by members of the Task Force.

Cummins, J. (1989) *Empowering minority students.* California Association for Bilingual Education. Sacramento, CA.

Provides a framework for understanding why certain minority groups tend to experience persistent school failure and how this pattern of school failure can be reversed. The framework attempts to distill the essential features of successful programs and the characteristics of educators who have made these programs work.

Darder, A. (1991). *Culture and power in the classroom: A critical foundation for bicultural education.* Bergin and Garvey. New York, NY.

This book examines the viability of critical pedagogy as an effective educational approach for bicultural students in the United States and lays the foundation for a theory of critical bicultural education. The author brings together theoretical principles into the context of the classroom.

Edelman, M. W. (1992). *The measure of our success: A letter to my children and yours.* Boston, MA: Beacon Press.

This book is an open letter to all of America and a timely message of hope and purpose for everyone. The author provides a compelling rational for all of us to fight injustice and to give children a legacy such as she has given to her sons.

Gollnick, D.M. & Chinn, P.C. (1990). *Multicultural education in a pluralistic society* (3rd ed.). New York: Macmillan.

This text examines membership in seven microcultures. It provides an overview of the different cultures students may be a part of, defines multicultural education, and presents strategies for providing a multicultural education. Each chapter includes references and suggested readings.

Hedalgo, N.; McDowell, C. L.; Sidelle, E. B. (1990). *Facing racism in Education.* Cambridge, MA.

Provides a framework for understanding the persuasiveness of racism and how our silence promotes the ill effects of prejudice and reduces opportunities for change and progress. It is the hope of the authors that this publication will renew reflective conversation and generate collective educational response to the problems of racism.

Rethinking Columbus. A special edition of Rethinking Schools. (1991). Rethinking Schools, Ltd. 1001 E. Keefe Avenue, Milwaukee, WI 53212

A forum for native people to tell some of their side of the Columbus arrival, encounter and the Columbus myth-through interviews, poetry, analysis and stories. For the purposes of both teaching and learning, chapters include elementary school issues, secondary school issues, background/ context, historical documents and resource lists.